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ABSTRACT

A description and analysis of the transition and transformation experienced by interns in educational administration, with a focus on meaning from the interns' perspective, are presented. Methodology involved document analysis, participant observation, and informal interviews with 50 administrative interns. A model of the evolution of meaning in educational administration internship programs is developed based on the theoretical constructs of experiential learning and the critical linkages among work, education, and personal development. Given that most candidates for administration come from the ranks of teaching, the task of the leadership appears to call for the creation of positions and opportunities for teachers that provide new challenges. The identification of four stages in the internship process termed initial, provisional, intermediate, and advanced, indicates the importance of individual characteristics and the provision of support systems for interns. Nine figures are included. (43 references) (LMI)

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THE PREPARATION OF ASPIRING EDUCATIONAL ADMINISTRATORS: TRANSITION AND TRANSFORMATION IN THE INTERNSHIP

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THE PREPARATION OF ASPIRING EDUCATIONAL ADMINISTRATORS: TRANSITION AND TRANSFORMATION IN THE INTERNSHIP

Introduction

Griffiths (1988) challenged those in attendance at the 1988 Annual Meeting of the American Educational Research Association (AERA) by declaring "unless a radical reform movement gets underway--and is successful--most of us in this room will live to see the end of educational administration as a profession" (p. 1). Greer (1989) echoed that message in an address to the 1988 University Council of Educational Administration (UCEA) when he discussed fundamental changes in the nature and structure of the programs offered in departments of educational administration. Similar messages have appeared in other reports and literature on educational administration preparation.

One of the most discussed aspects of the preparation program is that of the internship. Some form of relevant field experience is generally accepted as an integral part of preparation, whether referred to as an internship, experiential learning, clinical experience, apprenticeship, field-based training, or practicum.

The medical model of the internship provided the foundation for linking theory and practice (c.f., Flexner).

Assumptions were that this method of bridging the gap between theory and practice was the path for improvement in educating administrative practitioners. If, indeed, the internship is considered a viable mechanism for learning by doing, the question arises regarding what transpires in the process of the internship which gives it credence. As Daresh (1988) states,

> The basic assumption in all discussions concerning field-based learning activities is that these activities will have a positive effect on ways in which people are prepared to assume professional roles. (p. 10)

This study is a description and analysis of transition and transformation experienced by interns in the context of an educational administration internship.

Background of the Study

LaPlant (1988) suggests that within medical education there is little evidence that the internship has been studied or analyzed with reference to meaning. It is viewed rather globally as part of an integrated series of experiences all of which are equated, without discrimination, to the complete education of the physician.

In the field of educational administration, like medicine, the internship has been frequently used as a culminating activity. In neither field has the internship been examined with respect to meaning.

Statement of the Problem

The preparation of educational administrators has been studied in a number of ways. However, given the belief in the value of an internship as a vital component of preparation, studies have been deficient in describing meaning as experienced in the process of an internship. Much of the research has focused largely on the structural components of programs, model development and model evaluation.

This study was prompted by an interest in professional growth and development and experiential learning. The focus of this study is on those individuals selected as intern fellows in a cooperative university/school district internship program.

The research examined meaning from the perspective of the interns in order to broaden the understanding of the internship in educational administration.

Design and Procedure

The study was an exploratory effort. The lack of information concerning meaning in an internship provided the basis for framing the research problem. The rationale for the choice of qualitative research methodology and case study was the concern for discovery, insight, and a commitment to the task of understanding from the perspective of those being studied (Merriam, 1988).

Data collection techniques involved document review,

participant observation, and interview. The focus was not restricted to short-term events or a limited range of meaning, and required information gleaned from wider social and personal contexts (Mishler, 1979).

The participants in this study included fifty administrative interns in the Cooperative Educational Administration Internship Program (CEAIP). The interns were professional educators with more than three years of teaching experience, were seeking advanced degrees in educational administration, and were employed in school districts within a metropolitan area at the time of the internship.

Documents reviewed included application materials, letters of intent, writing samples, reflective journals, problem projects, educational platform statements, selected instruments and inventories, written autobiographies, and formative and summative evaluations. Interviews were unstructured and informal. Field notes followed multi-site observations.

Initial Conceptual Framework

Qualitative traditions afforded a richer and fuller understanding of the processes of how meaning evolves from experience. Figure 1 suggests an interaction between the

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Insert Figure 1 About Here

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person and experiences in the internship. The person's

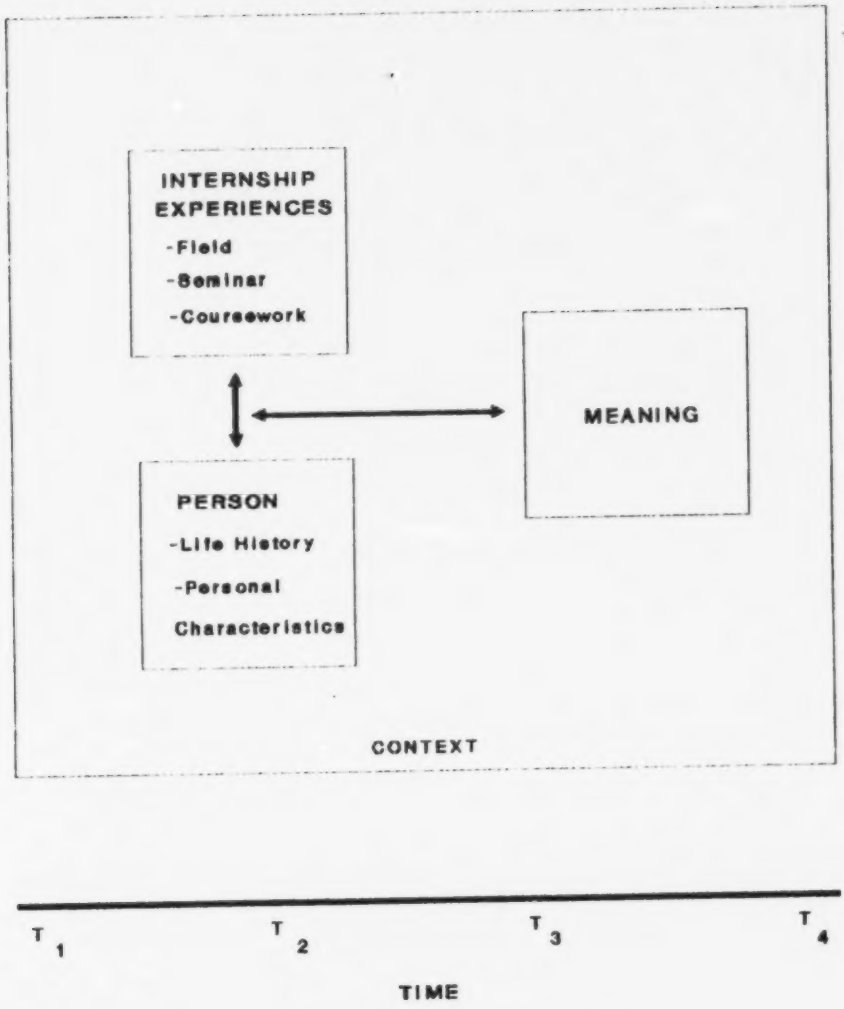

Figure 1. Initial Conceptual Framework for the Study of Meaning in an Educational Administration Internship.

life history and personal characteristics affect and are affected by experience. From this, meaning evolves which affects the person and their perceptions of experiences in the internship.

Purpose and Significance of the Study

A description and analysis of meaning in an internship should contribute to the understanding of adult development and experiential learning. The focus of this effort was on the perspectives of the interns and the interrelationship between the person and experiences in the internship.

The significance lies in understanding the meaning of an internship from the perspectives of the interns. Darkenwald (1982) suggests that it is important to study the behavior of students and their interpretations of experience in order to develop theory and update practice. Such meanings are not static but subject to readjustment as individuals make sense of the world in which they live and work. Educators often claim that transformation in people is a vital goal of education. It is important to understand what these claims mean. If meaning, transition, and transformation in adult lives can be clarified, then avenues leading toward professional and personal achievement can be developed.

Relevant and Related Literature

Preparation programs for educational administrators

have historically been focused on "preparing the person" and "preparing for the role" with neither view taking particular precedence over the other (Campbell, Fleming, Newell, and Bennion, 1987). Much of the attention given to one or the other in a particular era has been a response to vast changes in the nation and the resultant complexity in education.

Greenfield (1986) and others have argued for a more realistic understanding of the complexities and realities of the world of administration through approaches grounded in humanistic assumptions. Calls for reform have generated initiatives for examining the design and content of preparation programs and the relevance to the world of administration. One of the most pronounced, yet unresearched, aspects has been the internship.

The Internship in Educational Administration

A surprising aspect in reviewing the literature on the internship element is that, despite its widespread acceptance as a valuable instructional method, there have been few comprehensive analysis of practice. The literature on field-based training reflects some important milestones regarding the history, rationale, and assumptions but has been deficient in research related to learning by doing or from the perspective of meaning.

In a review of one hundred and thirty-seven studies and reports, it was found that grouping could be done in three

major categories. Figure 2 displays the grouping into model development, model evaluation, structural components, and intern experience.

Insert Figure 2 About Here

Skalski, Lohman, Szcsepanik, Barratta, Bacilious, and Schulte (1987) state,

> The existent literature on educational administration internships attests to the dearth of research on the effectiveness of the internship including purposes and strategies...study's review reflects and reverberates the need for high level dialogue, planning, and action about the role of internships in training and educating the next generation's school administrators. (p. 29)

Adult Development and Learning

As contrasted to pedagogy, the principles of andgragogy assume that adults bring greater amounts of diversity of experience into learning situations. In general, adult development and learning have been viewed from the perspectives of phases or stages (c.f., Sheehy, Erikson, Levinson, Gould, Kohlberg, Loevinger, Kegan). Schlossberg (1989) discusses adult development through managing change through appraising situations, self, supports, and strategies rather than referring to adult development as linear or related to stages or phases.

As Aslanian and Brickell (1980) suggest, "Life's transitions are reasons for learning. Moving from one status in life to another requires the learning of new

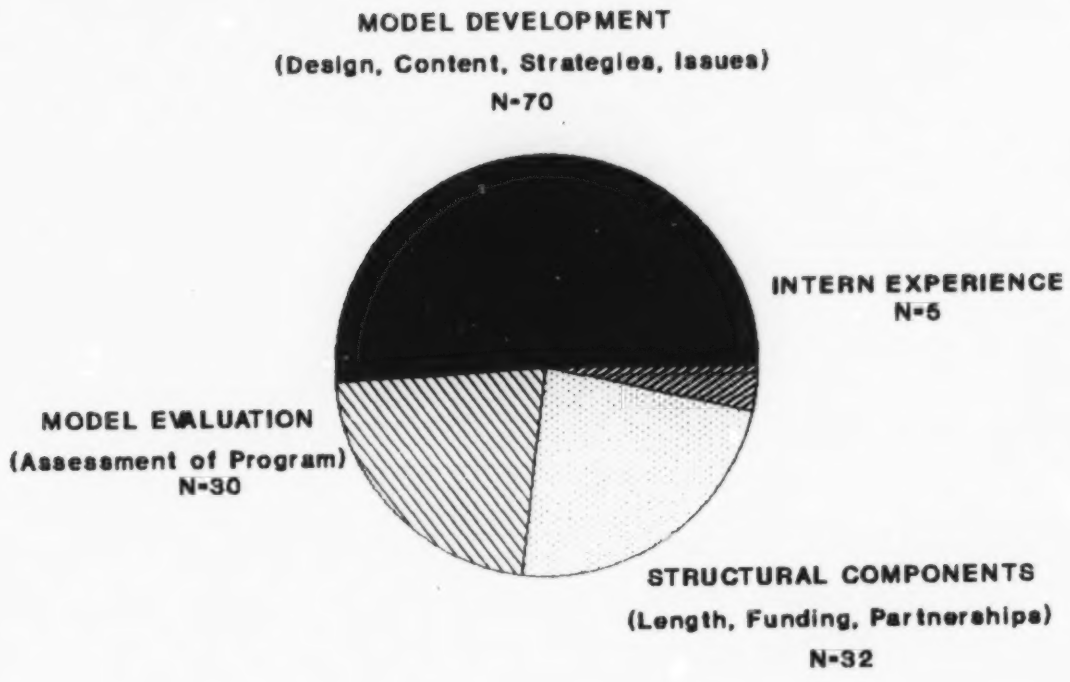

Figure 2. Focus of 137 Studies and Reports on the Internship in Educational Administration.

knowledge, new skills, and/or new attitudes or values" (p. 34). One particularly viable source is in experiential learning.

Experiential Learning

Experiential learning can be defined as learning that occurs by or through experience. Kidd (1973) posits that learning is dependent on prior experiences, the nature of experiences, and the meaning of experiences. Kolb's (1984) experiential learning theory (Figure 3) and Schon's (1983, 1987) reflective practice frames the critical linkages among education, work, and personal development (Figure 4).

Insert Figure 3 About Here

Insert Figure 4 About Here

The interactive relationship between the person and the environment is symbolized in the term experience--one part subjective and personal, and the other objective and environmental. Dewey suggests, "Experience does not go on simply outside a person. It influences the formation of attitudes of desire and purpose" (1938, p. 9).

Individuals who successfully negotiate their internship experience are assumed to have completed the transition and transformation to be an administrator. During this experience, interns may face the dilemma of self-development or imitation of a significant other. In one case, the

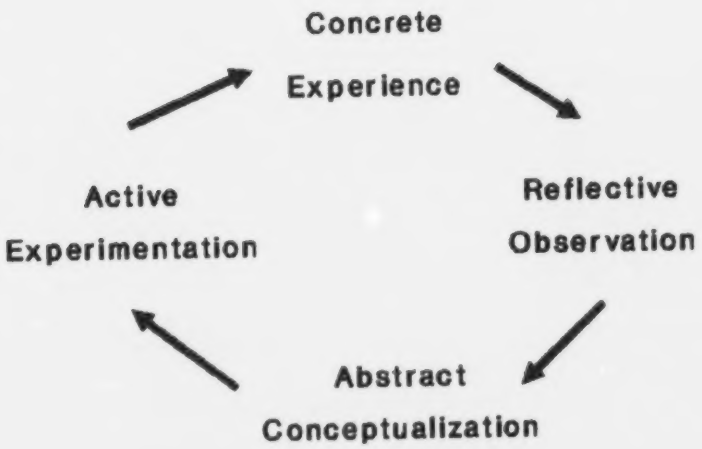

Figure 3. Kolb's Model of Experiential Learning (Kolb, 1984).

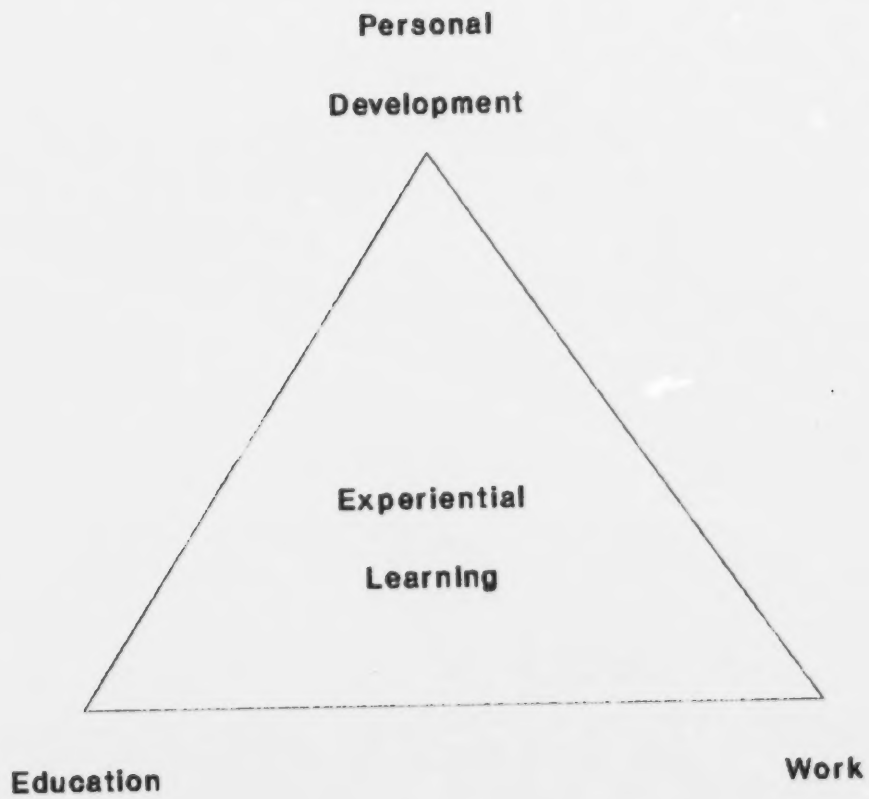

Figure 4. Critical Linkages of Experiential Learning (Kolb, 1984).

intern may interact within the experiential arena and develop their own conception of administration. On the other hand, the intern may become a disciple of the significant other. In both cases transformation has occurred. There is a change. As Florio-Ruane (1989) states, "Assuming a new status and role in a familiar cultural setting, then, requires both new knowledge and reflection on what is already known" (p. 15).

Because the capacity of adults to deal with changes is extraordinarily complex, the study of this process demands an analysis of internal (individual) and external (environmental) factors.

Analysis of the Data

Researchers enter the field of investigation with inherent assumptions about the world which they propose to study. There is importance in gaining access to the life world of the individuals under study. It is crucial to discover the motives and meanings, actions and reactions of the actor in the context of life experience. As Schwartz and Jacobs (1979) suggest,

> This includes...subjective aspects of the lives of individuals and groups. It also includes their daily actions and behavior in ordinary settings and situations, the structure of those actions, and the objective conditions that accompany and influence them...some of these items are directly observable and are in this sense objective. However, in one way or another, it is...necessary to have access to meaning and other inner phenomena..." (p. 5).

In order to describe and to understand meaning, the focus of this investigation was on perceptions and processes which developed and emerged over time. Meaningfulness has a subjective and pervasive quality (Klinger, 1977). The concern was for discovery, rather than verification, to provide more comprehensive insights and deeper understandings.

Data were collected and analyzed concurrently over the period of Fall, 1988 through Spring, 1990 and included two intern cohorts (N_1=23, N_2=27). Motivational orientations, life histories and expectations were examined and are described as the "entry self." During the process of the internship, particular aspects of meaning emerged. First, periods or stages of transition were evidence which are referred to as initial, provisional, intermediate, and advanced. These stages are distinct, but not discrete. Second, these periods or stages involved meaning which culminated in a "transformed self." This transformation involved personal change, knowledge acquisition, and an enlarged perspective of educational administration. The importance and meaning of systems of support was a common strand that ran throughout the stages.

The Entry Self

Motivational Orientations

Interns entered with differing motivational

orientations, a variety of life experiences, and expectations of self. These variables tended to have an impact on meaning in the internship. Several models have appeared to explain the complex process of career decision making, suggesting such concerns as congruence between self and role and the effects of childhood experiences (Biddle, 1979). Bova (1979) suggests that adults become engaged in learning situations with one or a combination of motivational orientations. These may include, but are not limited to, career advancement, cognitive interest, development of social relationships, and escape or stimulation.

Motivation recognizes that there are mechanisms which exist in people that keep them directed toward goals. In other words, pursuing goals is not limited to reacting to immediate events and includes an internal process that continues to operate over time and with degrees of intensity until the goal is achieved or abandoned (Klinger, 1977).

The primary motivation of interns in the age group of 40 to 45 (N=13) and 46 and over (N=2) indicated career advancement as their primary motivational orientation. The perceived avenue for advancement in the field of education was seen as necessitating a move from the role of teacher to the role of administrator.

> I have been in the classroom for twelve years. It is time for me to move on. The obvious place is to move into administration. I truly enjoy teaching, but what else is there for me in

education unless I go into administration? (R.N., 7/88)

Motivational orientations other than career advancement were also revealed. Interns between the ages of 28 and 33 (N=13) and 34 to 39 (N=15) suggested cognitive interest coupled with career advancement as sources of motivation.

> I like doing different things. When I first read about this program I hadn't ever though seriously about being a principal. Then I went to the orientation meeting and thought, "Oh, what the heck, I might as well try it." I had been encouraged by one of my principals at another school to think about becoming a principal...(V.J., 6/88)

Stimulation was suggested by interns in the age group of 22 to 27 (N=7) as being a dominant source of motivation. However, interns in this age group also included enhancing social relations. This was described as,

> I though this would be a great chance to get to know other people in the district. I need to meet others and expand my network. This is a big district and I would hate to think that the only educators that I know are in my building. (H.T., 7/88)

These data are partially explained by theories of adult development and learning which suggest that (a) adults between the ages of 23 and 28 are motivated by exploration in relationships and work, (b) adults between the ages of 28 and 33 make important new choices or reaffirm old choices, (c) the ages between 32 and 40 and 40 to 45 lend themselves to striving for advancement, and (d) adults between the ages of 40 to 45 tend to enter learning situations in an effort to examine the past and deliberate the future.

Life History and Expectations of Self

A variable in the entry self of interns was life history and expectations of self. Interns who were either firstborn (N=20), raised in single parent families (N=16), or both (N=12) perceived themselves as being able to confront new experiences with little difficulty. As one intern said,

> I have always had responsibility and most of it was unplanned. I never had a very stable home life, as compared to some, and when I graduated from high school I came to the university from halfway across the country. I don't really know what to expect other than I will have to somehow deal with whatever comes along. (M.M., 6/88)

Interns who were raised in two parent families, had siblings, and were not first born reflected greater concern in undertaking new experiences.

Marital status also influenced the interns' expectations of self. Those who related the most concern about undertaking the experience were those who were single parents. Marital status, other than single parents, were not discussed as being particularly influential in the interns' expectations of self. When influence was related, expectations tended to reflect the anticipated level of support by the spouse or significant other. These dimensions appeared to undergird the negotiation of activities and experiences and the affect and meaning in subsequent stages of the internship.

The Initial Stage: Interns in an Altered State

> Remember, our conduct is influenced not by our experiences but by our expectations.
> -George Bernard Shaw

During the initial stage of the program interns were formally admitted and assignments to internship sites were established. Along with these activities, interns were cast into the student role. Affect and meaning were manifested in feelings of apprehension and anxiety or confidence and excitement (Figure 5). The analysis suggests that age was less germane to these feeling states than was the lapse in formal education.

Insert Figure 5 About Here

Interns who had lapses in their formal education of more than seven years (N=30), and particularly those who had lapses of more than twelve years (N=15), indicated a greater degree of difficulty in adjusting to the student role than those with seven years or less (N=20). One intern communicated apprehension and anxiety thus,

> I think I had forgotten what being a student was like. How do I learn how to study again? I don't understand half of the language and some of the requirements seem beyond my capacity to fulfill. (L.D., 7/89)

A connection between interns' feelings of confidence/excitement and apprehension/anxiety, and the state of flux between the two, was described as the obligation to excel imposed by self and perceived expected

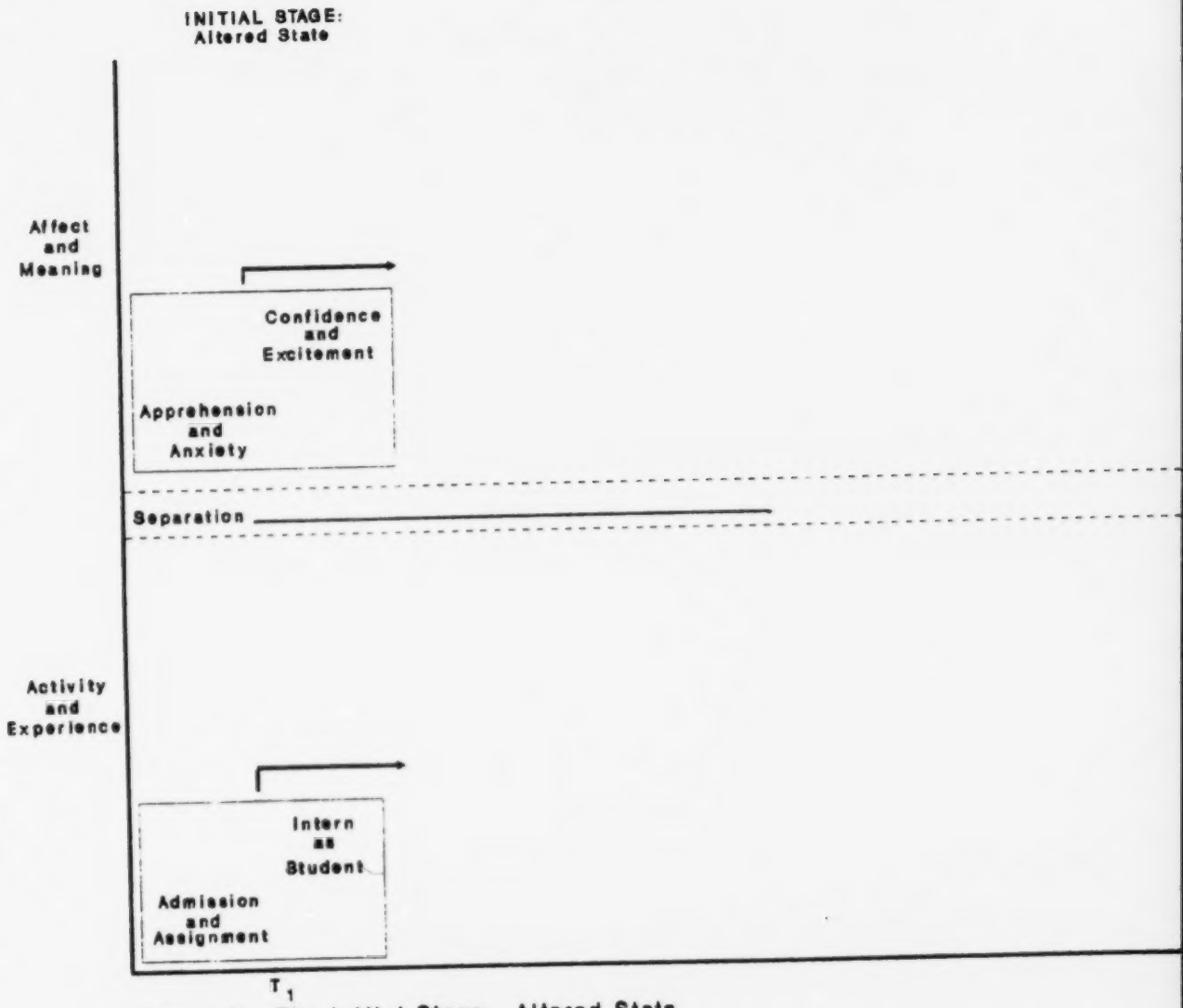

Figure 5. The Initial Stage: Altered State

by significant others. A journal entry reflects this in the following manner,

> ...I must admit that my excitement is sometimes tarnished by self-doubt and the concerns which beset me. I feel a great burden to not only excel for myself and family but also for a system that placed so much faith in my ability to become a successful administrator. (D.N., 8/89)

It appears that motivational orientations and life history and expectations of self which were brought into the initial stage of the internship program, provided a base for negotiating the student role. An altered state existed with respect to the identify of interns as teachers to interns as students. The concept of identity is used as a vehicle for discussing the problems of self-awareness and personal identification (Erickson, 1963), as a source of motivation (Foote, 1951), and as a way of describing meaning (Klapp, 1969).

Smith (1982) states that "adults typically confront educational opportunity and participate in learning with mixed feelings and even with fear" (p. 44). Meaning in the initial stage was associated with the perceived ability to positively negotiate the altered state of student.

The Provisional Stage: Role Conflict and Resolution

> One man in his time plays many parts--some of them grossly under rehearsed.
>
> -Sean O'Casey

The provisional stage was characterized by role conflict and resolution. This conflict was a result of task

and time demands and the multiplicity of roles. Data show that the affect and meaning dimension resulted in feeling states of guilt or a sense of adequacy (Figure 6).

Insert Figure 6 About Here

The components of role repertoires may either conflict or complement each other. The key element between conflict and complement appeared to be in integration and balance and how roles are perceived, articulated, and evaluated. One element of role conflict was described as the result of task and time demands. These demands transcended those of the work site and university responsibilities into the personal arena. As one intern related,

> Transition from family to school--I worked half a day yesterday--was at the hospital in the afternoon. Same today, plus I went to class and then worked on a paper afterwards. [Bill] came to school today. I feel like I am not meeting anyone's expectations of what should be done. I know I can be an excellent administrator and have confidence in myself--but I'm not feeling like it is all coming through to the surface. (D.N., 10/89)

Katz and Kahn (1966) describe this type of role conflict as "the occurrence of two or more expectations where compliance with one makes more difficult the compliance with the other" (p. 184).

Feelings of Adequacy

Feelings of adequacy enabled some of the interns to positively endure and resolve role conflicts. Resolution

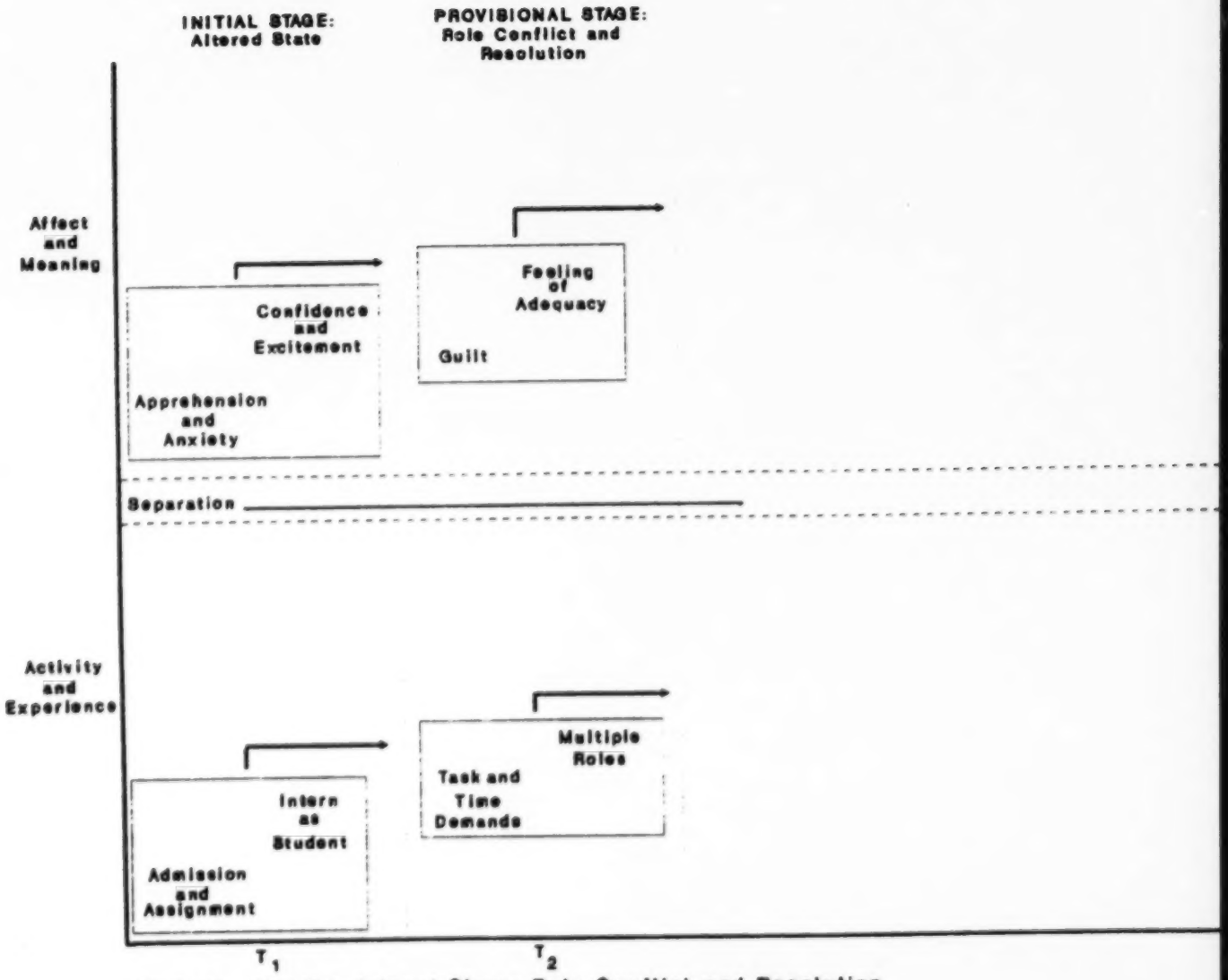

Figure 6. The Provisional Stage: Role Conflict and Resolution

involved a sense of self-adequacy as well as in systems of support. Those who had established and developed adequate rapport with their site administrators utilized this relationship to negotiate and resolve conflicting role demands. This rapport was reflected as a source of support and described by an intern this way,

> [Donna] doesn't have all the answers...One realizes that after weeks of learning what seems to be so easy for some is really very laborious and demanding. She has so much going on, and as many roles to play as I do...but what a help she has been in encouraging me to prioritize and plan. Without this support I would feel as if I were in a whirlwind. (B.C., 10/88)

The internship staff was considered a viable source of support. One intern describes this relationship in the following way,

> Thank goodness for [Bill]. When things are so hectic, all I have to do is call and he listens. Not only that, he has such a way of putting things in perspective. I go away feeling that it is alright not to have to be all things to all people...(G.C., 11/88)

The family as a system of support varied with respect to the way it was viewed by the interns. The degree to which the family was perceived as a positive support system depended upon the relationship with spouses and the degree to which responsibility for the family was shared.

During the provisional stage, the internship cohort became a significant support system. Resolution of conflict was enhanced by the cohesiveness of the cohort group during this period. Camaraderie and collegial regard was expressed

by an intern as,

> Even though we are different...we share common experiences. We are becoming a tightly knit group. It is nice to know that someone can feel what you feel because [they] are where you are. It is good to have that support in understanding and to hash out what troubles you. (D.W., 10/89)

Adequate systems of support provided an avenue for resolving role conflict. Interns who were less successful in identifying systems of support reflected feelings of guilt.

Guilt

For interns who had not previously been involved in situations with such a degree of multiple role demands, a sense of guilt prevailed as it stemmed from role conflicts. One intern stated concern thus,

> I feel I am cheating my kids. I mean my own kids as well as those in my classroom. I don't know if I am neglecting responsibilities or if I don't manage my time well enough. I wonder if I understand what [Susan] really wants me to do. Sometimes I wonder if all these things that I am doing make any sense. (V.D., 10/88)

Feelings of guilt were frequently accompanied by self doubt. Several interns who spoke of guilt or self doubt also had negative self concepts as revealed in their life histories.

The disruption in balance among the components in role repertoires and expectations resulted in a sense of guilt. The dominant roles that people enact become part of their self-concepts (Hewitt, 1979; McCall and Simmons, 1966;

Turner, 1978) and the manner in which self is perceived must be temporarily modified (Zurcher, 1983).

Individuals purposefully elect some roles in their repertoire, and new ones which are confronted, as central to and dominant in their definition of self. They "merge role and person selectively so as to maximize self-evaluation" (Turner, 1978, p. 14).

The Intermediate Stage: Reality Shock

> If you treat an individual as he is, he will stay as he is, but if you treat him as if he were what he ought to be, he will become what he ought to be and could be.
>
> -Johann von Goethe

During this period interns became more fully aware of the necessity to resolve issues which were revealed in previous stages of the program. In addition, interns became more fully aware of the complexities of administration. The dominant activities and experiences during this stage involved an increase in administrative responsibilities and preparation for an assessment center process in a cooperating school district. Affect and meaning were manifested in a sense of being overwhelmed, in failure or betrayal and adjustment (Figure 7).

Insert Figure 7 About Here

Overwhelmed, Failure, Betrayal

During the progression of the internship program, interns had gradually assumed more administrative

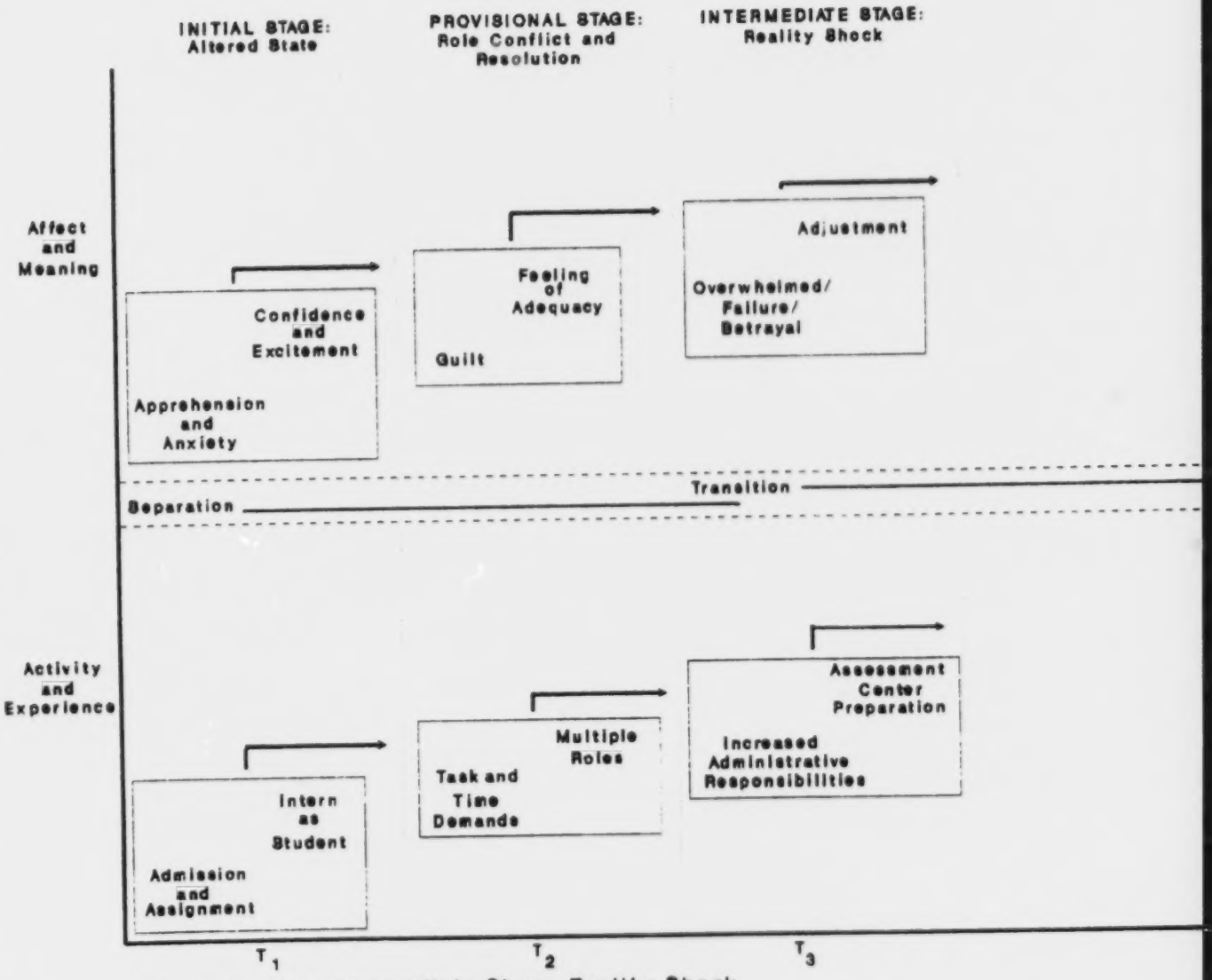

Figure 7. The Intermediate Stage: Reality Shock

responsibilities at their particular sites. This did not minimize other obligations, but rather increased them. Assuming more responsibility necessitated arbitrating the issue of task overload. The feeling of being overwhelmed and overloaded was described by one intern in the following words:

> Today was a tough day. One mother called to excuse her daughter from school--she was crying when she told me her ninth grade daughter was pregnant. Had another student beat up by five other kids the night before. He had slice marks on his stomach. My heart went out to him. He started crying when he told me about it. Another kid broke a windshield and hadn't brought in any money. Friday he came in with thirty dollars and a note explaining that they were a family of five and had only sixty dollars to live on until next week. This is incredible. What do you do? I am going to have to put these things into perspective...(R.N., 12/88)

At this stage of the internship, many of the interns were engaged in serving as acting principals during the absence of their site administrator. One such intern became involved in a situation which was perceived as failure and betrayal by the site administrator to support endeavors, and by the larger system in failing to maintain her integrity with constituencies. Another intern related an incident where there was an erroneous accusation of negligence. The resultant disposition was perceived as betrayal and failure to respect the intern's integrity.

During this stage of the program, interns were preparing for an administrator pool selection process in one of the cooperating school districts. For them, the

successful completion of this process meant being placed in a pool of candidates from which school principals and assistant principals would be selected. Interns were informed that regardless of their experiences, entry into administrative positions would begin at the elementary assistant level (for which few positions existed). A sense of dismay prevailed and interns perceived potential placement as minimal accompanied with a sense of failure on the part of the larger system to respect their commitment. As one intern commented,

> What does all this mean? What have I worked for all this time. I cannot believe that the system places higher priority on the secondary level than the elementary level and thinks that you should climb the ranks by using this absurd staircase. What if I don't make it through the assessment center? This is overwhelming. (R.M., 1/90)

Adjustment

Given the reality shock experienced by the interns, mechanisms were employed which led to adjustment. Adjustment has many connotations: adaptation, ability to perform, flexibility and satisfaction (Biddle, 1979). Many of the interns readily adjusted to the realities. Much of this is attributed to the process of socialization. It was during this period that interns identified more with adminstrators than teachers. This can be referred to as the period of transition (Van Gennep, 1960). An intern expressed this adjustment.

I know what it is like to think and behave as an

> administrator. It is amazing how much there is to do, how flexible you have to be. No matter what happens over the course of the next few months, I know that I won't ever be satisfied to return to the classroom. (D.W., 3/90)

Those interns who were initially confident and excited, and who resolved role conflicts associated with the provisional stage in a relatively uncomplicated fashion, tended to adjust to increased responsibilities. Knowledge about potential constraints in placement were acknowledged but not afforded undue credibility.

The Advanced Stage: Reflection and Reassessment

> First we look, then we name, and only then do we see.
>
> -Walter Lippman

During the advanced stage of the program, the dominant theme was reflection and reassessment. Reflection refers to examining experiences relative to meaning. Reassessment is used to refer to the impact of affect and meaning on subsequent career choices.

Dimensions of reflection and reassessment were represented in the activities and experiences of concluding events and the administrative pool process. Affect and meaning were in disappointment, redefinition of career goals, and reaffirmation of career goals (Figure 8).

Insert Figure 8 About Here

Particularly recognized was the importance attached to the cohesiveness of the cohort. Interns were determined to

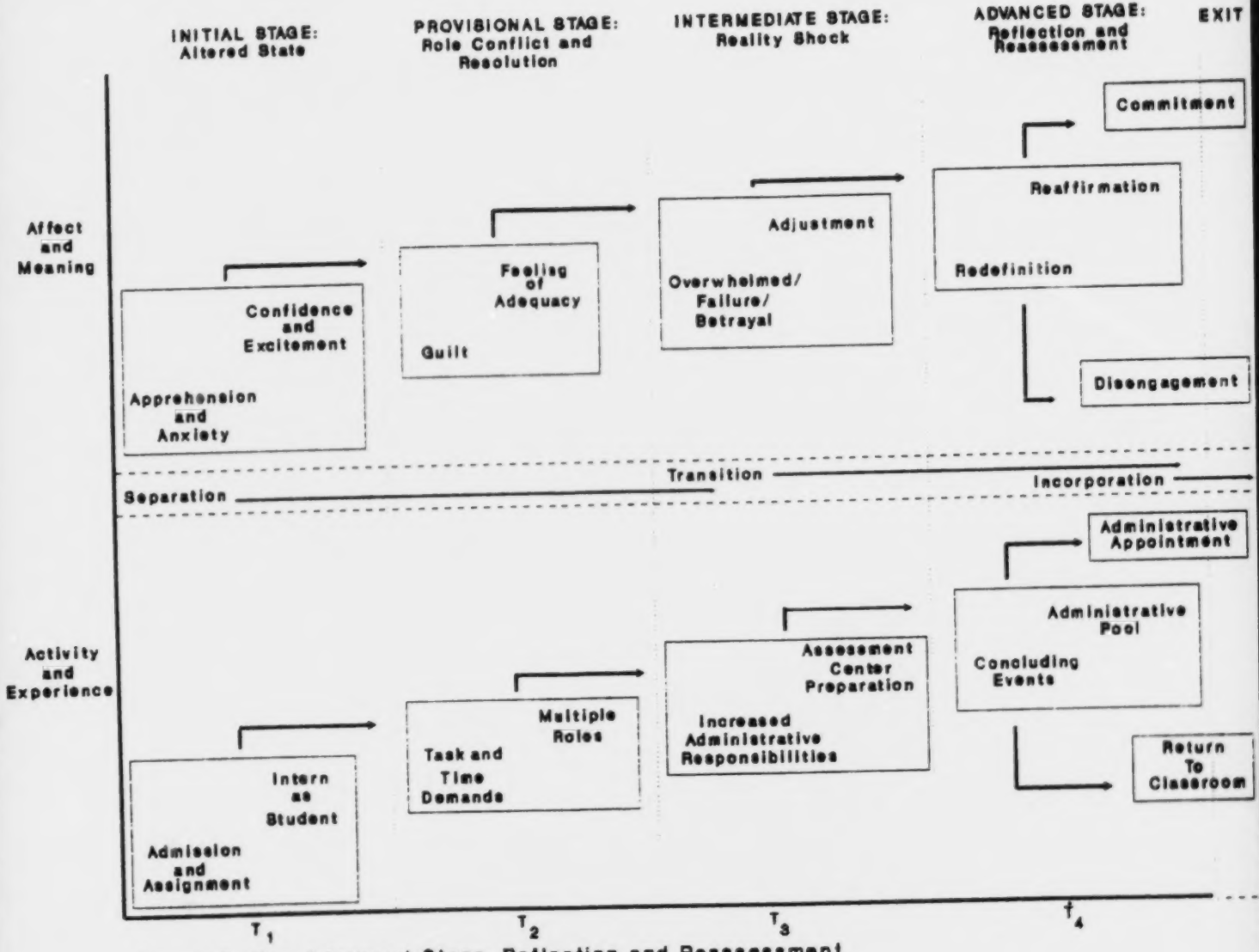

Figure 8. The Advanced Stage: Reflection and Reassessment

keep the cohort intact and viewed the assessment center process as an additional step in goal attainment rather than an index of worth or success. Intern statements reflect this position.

> We are all very competitive individuals. If we weren't, we wouldn't be where we are. I think we all need to realize that there are flaws in judging human beings. After all, those who are in the business of judging have little idea of who we are and what we have done. It must be important to us to be realistic...we will work with one another some day and we must not let this break up what we have. (M.M., 3/90)

Concluding events involved reflection and reassessment. This revealed the profound importance of the cohort group. As an intern related,

> Networking with the cohort has been a powerful positive factor in this program. It has been both personal (friendship and support) and professional (information and ideas). (M.J., 5/89)

Another meaningful element was described as the intensity of the program and the time spent in a real environment. Given the intensity and duration of the program, the importance of the opportunity in bridging theory and practice was noted and described as,

> Other internships don't give you the whole picture--from the start to the finish and during the school day. It reflects the real world. Other programs may get requirements out of the way, but we had a beginning and an ending that was clear. We were provided a whole view and a way in which to examine the real world. (B.D., 5/89)
>
> ...
>
> Being in classes and talking about theories and then going to school and seeing them in action...(S.C., 5/89)

Redefinition of Career Goals

Interns redefined career goals because of a sense of disappointment or through enhanced self-realization. Disengagement was manifested by those who perceived that the negative results of their participation in the assessment cent process was the ultimate definition of success. This disengagement from goals was perceived as goals being either too costly or not readily attainable. Their appeared to be a release of the goal's grip on the intern's psychological functioning.

Redefinition of career goals was not reserved exclusively to those who experienced disappointment. Some re-examined their aspirations due to an enhanced self-realization or self-awareness. As one intern commented,

> I am not ready to be an assistant principal or principal....I can continue to grow and to learn and will be better served from it. (H.T., 4/89)

Others attached importance to an enlarged view of educational administration and alternatives other than site based administration. Commitment was maintained but career goals were redefined.

Interns also expressed a sustained commitment to administration but perceived remaining in the classroom as unchallenging. For example,

> I cannot go back to the classroom next year...or at least not to the same classroom in the same school. I am a different person than I was when the year began...(M.M., 3/90)

Reaffirmation of Career Goals

Reaffirmation of career goals is described as the continued motivation and commitment to pursue an administrative position. Zurcher (1983) suggests that people are more likely to succeed in their endeavors if they persist in their commitment ro realistic goals, have had high expectations placed upon them..., and have past successes in adversity. As interns relate,

> I may have to relocate in order to get an administrative position...and that's fine. I know what my capabilities are...(S.C., 5/89)

...

> I expect a lot of myself...because a lot has been expected of me in this program and in my life. It would be foolish to give up now...I have come too far. (R.M., 3/90)

Reflection and reassessment on the process of the internship disclosed meaning described as a transformation of self.

The Transformed Self

The notion that personalities are changed when assuming new identities is not new. The person who experiences a new role is called upon to master skills, learn new vocabularies, alter conduct, and expand notions. Socialization can account for some of the aspects of personal change. However, transformation may be due to the innter experiences of the person as well as those experiences outside the person (Biddle, 1979).

Transformation involved personal change, knowledge acquisition, and an enlarged perspective of educational administration. Several reflected on this metamorphosis.

> I realize that I can do quite well as a graduate student, teacher, [parent], and administrator. I managed to accept less than perfection from myself and feel comfortable with a job which might be less well done than would have been acceptable earlier...(B.M., 3/90)

...

> I have thought a lot this morning about how I felt a year ago...I have grown tremendously and find that I am more confident and prepared to take on new challenges...taking new risks...much more effective. (M.L., 4/89)

Interns perceived themselves as entering the program with a very limited perspective on the nature of educational administration. References were made to knowledge acquired regarding the political system of education, the value of program design in bridging theory and practice, and the recognizition of the importance of adult learning in schools.

Summary

In the analysis of meaning in the Cooperative Educational Administration Internship Program, a consistent them was that of the transformation of self.

> Whenever the learner faces an educational situration that has significance for him as a person, the learning which takes place will involve a process of assimilation of something new into himself. It will involve a reorganization of what was there before...But something more important occurs when learning of a kind that makes a real difference, from the learner's point

> of view has taken place. In this there is self-involvement. The experience makes a difference in the total psychology of the individual...an enlarged perspective os self,...powers...and potentialities...The learner has not put a new patch on himself. The whole fabric of the self has, to a degree, been changed (Jersild, 1952, pp. 99-100).

Conclusions and Implications

Figure 9 illustrates meaning as described by this study. It includes: (1) the context of the internship through which individuals engaged in action, (2) the entry self of the interns relative to life history, expectations, and motivational orientations, (3) the stages of the internship with support as an underlying strand, and (4) the transformed self relative to personal change, knowledge acquisition, and a broadened perspective. It suggests that interns bring personal histories and experiences into the internship. They progressively negotiate the stages of the internship; and, as they do, the self undergoes a transition as meanings associated with the self evolve. The degree of support is instrumental in the negotiation of the stages and resultant transformation.

Insert Figure 9 About Here

Kidd (1973) posits that learning is dependent upon prior experiences, the nature of experiences, and the meaning of experience. Kierkegaard (1954) posits, "...man is not only a synthesis, but a synthesis of himself" (p.

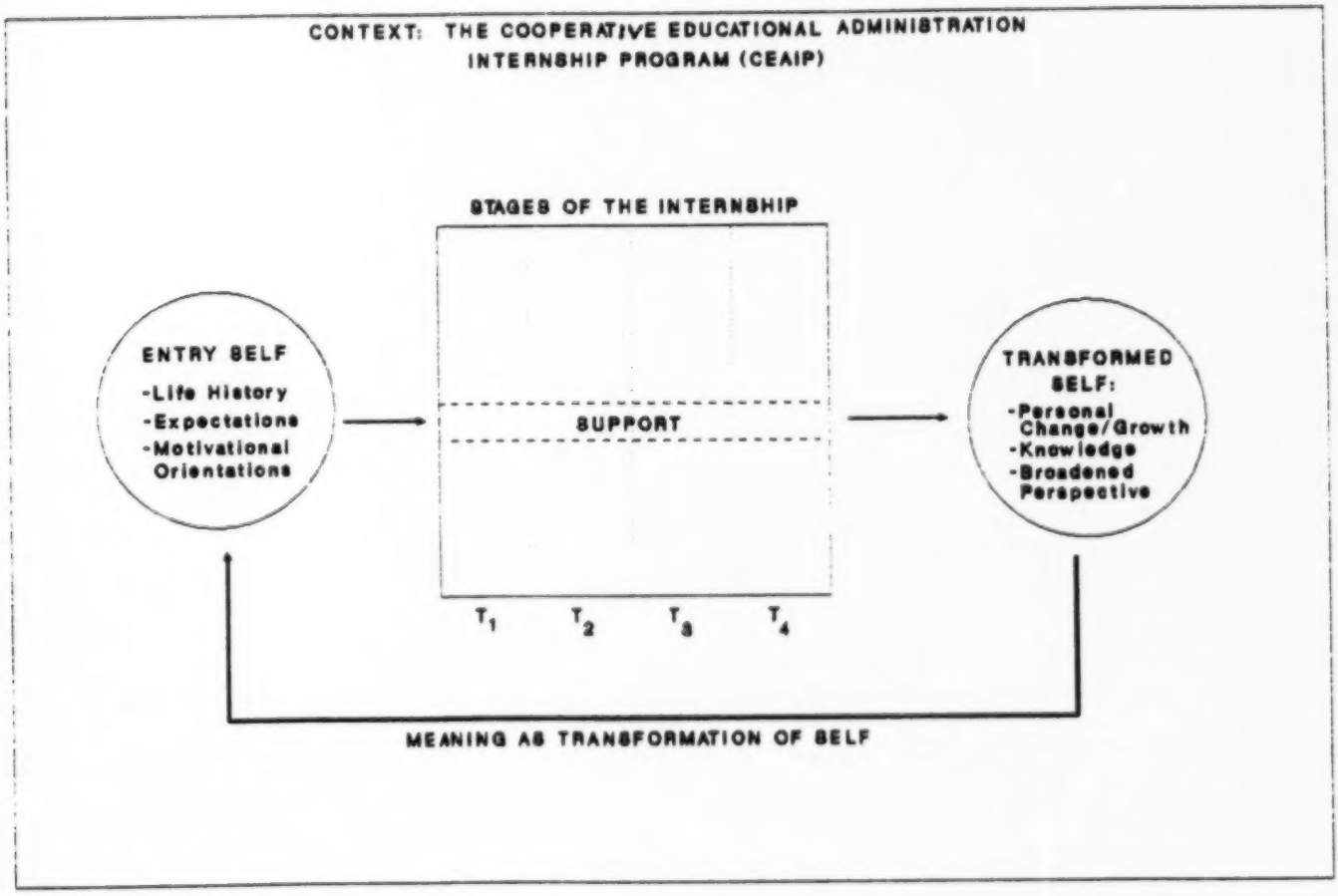

Figure 9. The Evolution of Meaning in an Educational Administration Internship

146).

Data presented indicated that the primary motivational orientation of interns in this study was career advancement. This implies that the obvious course for career development was seen as moving from teaching to administration. Sykes (1990) suggests that "the incentive structure for teaching is upside down: Rewards go to those who leave teaching, not to those who progressively deepen their commitment and skill" (p. 89).

Given that most candidates for administration come from the ranks of teaching, the task for educational leadership appears to create positions and opportunities that teachers may rotate through which provide new challenges. Failure to provide such opportunities may well lead to professional disaffection when teachers are seeking challenges and have new concerns. With this in mind, internship programs would be well served if they devoted adequate attention to the role of the principal in creating a climate of teaching as a collaborative professional enterprise. The broadened perspective of interns suggests the acquisition of a different set of lenses with which to view the world. There is an implied consideration about how to best utilize these lenses and the potential effect on the individual and organization.

Data revealed four distinct stages in this particular internship. The extent to which the stages were positively

negotiated influenced affect and meaning in each subsequent stage. Several models have appeared for the complex processes of career decision making suggesting such concerns as congruence between self and role and the effects of life experiences. In order to facilitate the transition process, attention to individual characteristics appears warranted. Those involved in planning and delivering programs must possess an educated sensitivity to the intern in the action process.

Immersion into the reality of administrative practice provides the cornerstone for the technical knowledge which is brought to bear on problem situations. The theoretical constructs of experiential learning and the critical linkages of work, education, and personal development are apparent in this study. The selection of experience in practice must account for roles, tasks, personalities, values, and time in formulating the design of programs. Experiences must be designed that incorporate concern for the development of the individual in understanding self and in assimilating roles. Internship model development, content, and structure that emulate the reality of school administration appears to lend itself more appropriately to both "doing and undergoing."

While it appears that the internships can result in differential outcomes, on personal and professional bases, this does not imply that differentiation is necessarily

consequential to manifest or latent talents for school leadership.

Interns' perceptions of the importance of adequate systems of support was an underlying thread in the internship. Providing for systems of support and advocacy requires consciously modeling and fostering a climate that encourages *esprit de corps*. This system includes the internship cohort, program staff, site administrators, district personnel, and university faculty. Relationships should facilitate student learning through inquiry, reflection, demonstration, and internalization.

The capacity for leadership involves an examination of belief systems and the grounding of these in identifying and solving real issues in the schools. Discourse and continued inter-institutional interaction would seem to enhance the reciprocal nature of support and improve the state of education as a community of learners.

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